

# History of the United States to 1865

## Thinking Historically and Writing Academically

HIST 1301 ♦ Spring 2024 ♦ CRN: 20955

TR 10:30-11:50 ♦ Quinn Hall 212

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TR 9:00 – 10:20 am & by appt.

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LART 223, ext. 7056

MW 10:00 – 11:30 am and by appt.

### COURSE DESCRIPTION AND OBJECTIVES:

There are three primary objectives in this course. First, students will become familiar with the language and habits of mind that define the discipline of history. They will learn to think like historians by analyzing and interpreting primary sources (evidence from the past) and secondary sources (interpretive accounts written by historians and/or documentarians). In this way, students will learn that history is not simply a series of facts neatly tied together to form fixed conclusions; instead, it is an interpretative endeavor which continually evolves as a result of new evidence and changing perspectives. Second, students will sharpen their writing skills through a series of assignments designed to make them aware of the basic structures and routines of good writing. Third, in an attempt to dispel the power of myths, nostalgia and other simplistic traps that obscure our ability to understand the past on its own terms, students will become familiar with the many perspectives (Native American, European, African, Mexican, and Anglo American) that make up America's history. Equipped with the ability to think historically and write academically, students will offer their own historical interpretations on the course assignments.

### COURSE REQUIREMENTS:

General: It is the instructor's utmost hope that everyone earns an "A" in this course. It is not designed to be difficult, and a good grade is easily attained when students attend class, complete the reading assignments, take notes on the recorded lectures, complete the course workshops, and submit assignments on time. If you have any questions, don't hesitate to ask them during class or through Slack (see below). Out of respect for other students and the professor, arrive to class on time and do not disrupt others during class.

Required Readings (Access codes can be purchased at the UTEP bookstore or directly within Perusall. Do not purchase hard copies.)

- *Conflict and Accommodation in Colonial New Mexico* (MTC:51568063)
- *Causes of the Civil War* (MTC:46829389)

Slack: Students will use Slack to communicate with the instructor, the teaching assistants, and their peers. Do not use email. For questions about assignments or anything else related to the course, students should use the Slack #general channel. If discretion is necessary, such as inquiries about grades, students can send a direct message either to the instructor or to the TA's. Also, students must check Slack regularly as it will be

used to send important reminders and useful information throughout the semester. Just click on this [link](#) and download the app to your phone ([Android](#) or [iPhone](#)) or computer ([PC](#) or [Mac](#)). Lastly, make sure to use your name as it is listed in Blackboard and turn on notifications.

Peers Assisting Student Success (PASS): This is a free tutoring program that consists of student-led review sessions for traditionally difficult courses. The weekly review sessions are led by a student who has previously taken the course and is working closely with the professor to help provide individualized academic support to students. There will be three scheduled sessions per week, and you can attend as many sessions as you would like. These PASS sessions are led by Servando Rojas. He is not a TA; he is your peer leader. Servando cannot extend deadlines, inform you of your grades or give you extra credit. He is here to assist you academically, not to provide you with notes. Servando will communicate with the class through Slack using the #pass channel. It is also there that you will find his tutoring session schedule, as well as any announcements he might make. It is a proven fact that students who regularly take advantage of the opportunities provided by PASS leaders almost always finish the course with an “A.”

Flipped classroom: This class is based on an instructional strategy that reverses the traditional learning environment by delivering instructional content outside of the classroom. This allows the instructor to actively engage with students during class while analyzing primary and secondary sources, as well as historical documentaries. Thus, it is imperative that students listen to and take notes on the weekly lectures available online to keep up with the course content.

Attendance and Engagement: Success in this course requires regular attendance, especially since a very significant portion of your grade consists of in-class assignments. Students who possess documentation verifying the necessity of an absence can make up missed exams. Only students who miss class because of school-sponsored activities can make up workshops. Please note that students who are late to class or leave early on workshop days may not receive full credit for that day’s assignment.

iClicker: Students will use iClicker regularly throughout the semester, which will help the instructor understand what students know, give everyone a chance to participate, and increase how much students learn. Students will also use this software to complete many of the course workshops and to gain extra credit points. Thus, students are required to bring a smartphone, tablet, or laptop to participate in iClicker sessions during class. It is the student’s responsibility to set up an [iClicker student account](#) during the first week of the semester using their official university email address and/or student ID. If you have an existing iClicker student account (that uses your official university email address and/or student ID), you will automatically be added to our iClicker course. If you don’t see this course in your iClicker account, use the + sign to search for this course: **HIST 1301 - Cartwright – Spring 2024**. To set up the device(s) that you’ll use to participate in our class sessions, you can download the iClicker app for either [Android](#) or [iPhone](#), or use the iClicker web app by signing in [here](#) as a student.

## Thinking Historically

**Interpretation:** History is not merely a set of facts to be memorized; instead, historians interpret the past and their interpretations continually change as a result of new evidence and changing perspectives.

**Causation:** Historians debate the causes of historical events and, since history is an interpretative discipline, historians often disagree over why events happened.

**Change:** Historians investigate what has changed over time and what has remained the same.

**Connections:** To avoid past mistakes and to make sense of the present, historians identify connections between the past and present.

**Context:** Historians insist that the past must be understood on its own terms; thus, any historical event, idea, or person must first be understood in the context of their historical era.

**Contingency:** Historians are aware that events happen for a range of reasons but change one factor and that event may not have occurred as it did.

Quizzes: There will be ten quizzes worth a total of 20% of each student's grade. While these quizzes represent a significant component of your course average, individually they are just 2% of your overall grade. These quizzes will be completed within Blackboard, and they are designed to encourage students to actively view and take notes on the video lectures. Each student gets two attempts on each quiz and the highest score will be counted. All quizzes are due on Fridays by 11:59 pm each week they are assigned.

Workshops: Over the course of this semester, students will complete 25 workshops worth 12 points apiece. Altogether they are worth 300 points, or 30% of a student's overall grade. 15 of these workshops will be completed in class; whereas the other 10 will be based on the books *Conflict and Accommodation in Colonial New Mexico* and *Causes of the Civil War*. In these workshops, students will collectively read and analyze primary and secondary sources using Perusall, a web-based tool that allows students to annotate texts together by asynchronously highlighting text, asking questions, adding comments, making connections to other relevant resources, and responding to their peers. Students must access Perusall by clicking on the link within the corresponding Blackboard module. Once the tool opens, students will see the assigned reading and any questions/prompts provided by the instructor. If students access Perusall directly, without going through Blackboard, their grades will not sync. Students should complete the analysis process as a group—posting and responding to the observations of their peers using the highlighting/comment tool. All Perusall workshops must be completed by 10:30 am on the assigned due date.

Papers: Each student will submit two 750-1000 word essays based on the books read through Perusall. These papers must be computer-generated, double-spaced, with one-inch margins and 12 pt. font. In these papers students will craft an interpretation based on a controversial historical debate. More specific instructions will be provided in Blackboard, Slack, and in course workshops. Paper 1 is worth 100 points, whereas Paper 2 is worth 150 points. Students must submit these papers through Blackboard by 11:59 pm on the assigned due date. Late papers may or may not be accepted, depending upon the circumstances. Together these papers represent 25% of your total grade.

SafeAssign: This is a Blackboard tool used to prevent plagiarism. If you submit your paper and your SafeAssign score is below 30%, you need not submit again. If your score is between 30% and 40%, your paper may include extensive quoted or paraphrased material, or it may include plagiarism. These papers should be examined carefully and resubmitted. If your score is over 40%, there is a high probability of your paper containing plagiarized content. These papers should definitely be rewritten and resubmitted.

Exams: There will be a midterm and a final exam, both of which will require Blue Books purchased from the UTEP bookstore or library. Both the midterm and the final will include one question (see below). Student answers should be based on course lectures and their essays should demonstrate mastery of the writing skills developed in the course workshops. The midterm exam represents 10% (or 100 points) of the student's total grade, while the final exam represents 15% (or 150 points). All examinations must be completed at the time scheduled unless the student can present a verifiable and acceptable excuse. Make-up exams must be scheduled within one week of the original exam.

Midterm Exam Question: **What is the story of American history through 1789?**

Final Exam Question: **Is the early history of the United States a story of progress?**

Grade Breakdown:

- Paper 1 (10%): 100 points
  - Paper 2 (15%): 150 points
  - Midterm Exam (10%): 100 points
  - Final Exam (15%): 150 points
  - Quizzes (20%): 200 points
  - Workshops (30%): 300 points
- 1000 points

**CALENDAR AND ASSIGNMENTS:**

<b>Week 1</b>	Preconquest America	Jan. 16	Course Introduction	
		Jan. 18	<b>Workshop 1:</b> “America’s First Immigrants”	
<b>Week 2</b>	Old Worlds Collide	Jan. 23	<b>Workshop 2:</b> “1491”	
		Jan. 25	<b>Workshop 3:</b> Conflict & Accommodation (3-10)	
<b>Week 3</b>	Conquest and Colonization, pt. I	Jan. 30	<b>Workshop 4:</b> “After the Mayflower” pt. I	<b>Quiz 1</b>
		Feb. 1	<b>Workshop 5:</b> Conflict & Accommodation (17-27)	
<b>Week 4</b>	Conquest and Colonization, pt. II	Feb. 6	<b>Workshop 6:</b> “After the Mayflower” pt. II	<b>Quiz 2</b>
		Feb. 8	<b>Workshop 7:</b> Conflict & Accommodation (29-63)	
<b>Week 5</b>	Servitude and Slavery	Feb. 13	<b>Workshop 8:</b> Thesis Statements	<b>Quiz 3</b>
		Feb. 15	<b>Workshop 9:</b> Conflict & Accommodation (63-113)	
<b>Week 6</b>	Competing Empires	Feb. 20	<b>Workshop 10:</b> Topic Sentences	<b>Quiz 4</b>
		Feb. 22	<b>Workshop 11:</b> Conflict & Accommodation: (113-153)	
<b>Week 7</b>	The American Revolution	Feb. 27	<b>Workshop 12:</b> Peer Review	<b>Quiz 5</b>
		Feb. 29	<b>Paper #1 (due by 11:59 pm)</b>	
<b>Week 8</b>	Creating a Nation	Mar. 5	<b>Workshop 13:</b> “Liberty!”	
		Mar. 7	<b>Midterm Exam</b>	
<b>Week 9</b>		Mar. 11-15	<b>Spring Break!!!</b>	
<b>Week 10</b>	A Nation Among Nations	Mar. 19	<b>Workshop 14:</b> “Tecumseh’s Vision”	
		Mar. 21	<b>Workshop 15:</b> Causes of the Civil War: pgs. 3-10	

Week 11	Antebellum America	Mar. 26	Workshop 16: “Good, Evil, and the Presidency”	Quiz 6
		Mar. 28	Workshop 17: Causes of the Civil War: pgs. 17-29	
Week 12	American Slavery	Apr. 2	Workshop 18: “Slavery & the Making of America”	Quiz 7
		Apr. 4	Workshop 19: Causes of the Civil War: pgs. 33-49	
Week 13	Gender, Religion, and Reform	Apr. 9	Workshop 20: “The Abolitionists”	Quiz 8
		Apr. 11	Workshop 21: Causes of the Civil War: pgs. 50-78	
Week 14	Manifest Destiny & Its Consequences	Apr. 16	Workshop 22: Artwork of American Empire	Quiz 9
		Apr. 18	Workshop 23: Causes of the Civil War: pgs. 79-119	
Week 15	A House Divided	Apr. 23	Workshop 24: Peer Review	Quiz 10
		Apr. 25	Paper #2 due @ 11:59 pm	
Week 16	Civil War	Apr. 30	Workshop 25: “The Civil War”	
		May 2	Final Exam Review	
Week 17		May 9	Final Exam (10:00 am in Quinn Hall 212)	

## The Fine Print

**Accommodations:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be provided unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Conduct:** You are expected to abide by UTEP’s *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct, or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to <http://www.utep.edu/dos/acadintg.htm>.

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones’ own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**Changes to the Syllabus:** Read this syllabus carefully because it contains important information about this course’s requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.